



Montana Office of Public Instruction
Denise Juneau Superintendent opi.mt.gov

Implementing Indian Education for All
MCA 20-1-501



Mike Jetty (*Spirit Lake Dakota*)
Indian Education Specialist

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Article X of the Montana Constitution
Education and Public Lands (1972)

Section 1

(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

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Indian Education for All (1999)
MCA 20-1-501

Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner.

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Indian Education For All
MCA 20-1-501

Every educational agency and all
educational personnel will work
cooperatively with Montana tribes ... when
providing instruction and implementing an
educational goal. ...

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A "Quality Education" includes IEFA

Mont. Code Ann. sec. 20-9-309

**A "basic system of free quality public elementary
and secondary schools" means:**

- (c) educational programs to implement the provisions of Article X,
section 1(2), of the Montana constitution and Title 20, chapter 1,
part 5, through development of curricula designed to integrate the
distinct and unique cultural heritage of American Indians into the
curricula, with particular emphasis on Montana Indians

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How does
Indian Education for All
influence or change instructional practice?

Montana teachers say...

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Quotes from MT Educators

Indian Education 'Coach,' Great Falls

"Indian Education For All is *not about blaming people, or making them feel guilty*. It's about teaching us all to include each other when we think about the world, and about our place in it. It *is about getting rid of the biases* that we've all inherited, and *looking at each other as fellow human beings*, and not as a collection of stereotypes. And students get it. They really get it."

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Quotes from MT Educators

High school teacher, Hi Line

"Students in our school, where there are so many Native kids, where so many of us are Native: it's really exciting. *They're excited to learn about themselves, and about neighboring tribes*. And I believe they're excited at the thought that non-Indian kids around the state are learning about them."

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Quotes from MT Educators

Librarian, Western Montana

"I think this is the greatest stuff ever. The Indian Education For All stuff. Seriously. And as a librarian, I feel I have an important role in this. Look at all the books out there! *All the skewed history! Most of us are not even aware how biased so many of our text books are*. Sometimes it's subtle. But it's important to root it out. And I must say, I was aware of it before, but I'm really aware of it now."

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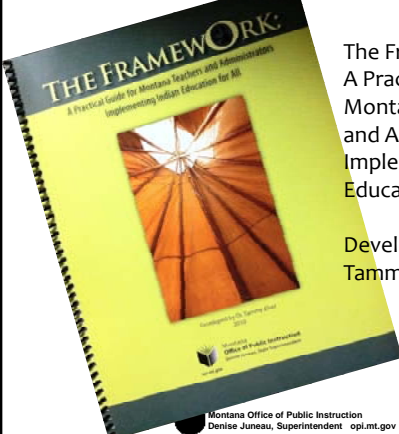


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On-Going Work

Grants	Responding to Requests: Resources & Information	Collaborating w/ Regional Professional Development Providers	Review Curriculum Materials for Cultural Accuracy
Curriculum Development	On-line Professional Development for IEFA	Collaborate w/ Education Groups to Ensure Inclusion of IEFA	Content Standard Integration: Language Arts, Math, Science, Art
CCSSO: Common Core Standards	Collaborations for Early Childhood	Professional Development	Web Site Development

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The Framework:
 A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All

Developed by Dr. Tammy Elser

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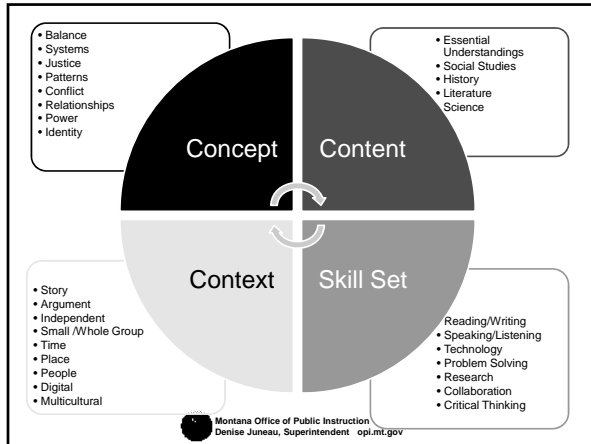
The Framework

1. Policy and Planning
2. Professional development
3. Materials review and selection
4. Curriculum mapping, and
5. Curricular integration

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Accreditation Standards



Policy for Indian Education for All:
10.55.701 Board Of Trustees

(3) Each school district shall have in writing and available to staff and public:

(m) a policy that incorporates the distinct and unique cultural heritage of American Indians that is aligned with district educational goals;



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Accreditation Standards



10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall consider ways to:

(h) provide books and materials which reflect authentic historical and contemporary portrayals of American Indians;



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*"Through our Indian heritage Montana society holds ancient lineage as part of this beautiful and bountiful place on earth. Only through **inclusion of the whole story** of human community can we fully understand who we are today, and prepare for a balanced, sustaining, and equitable future. For our children, and our children's children ..."*

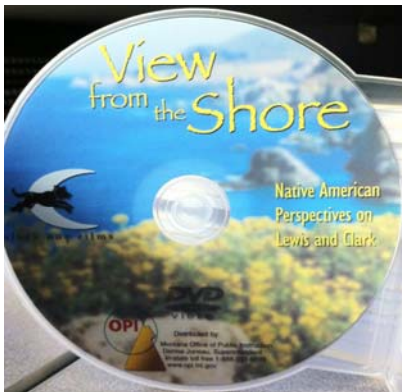
- Dr. Nicholas Vrooman

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*"There is a larger critical purpose to learning about, protecting, and encouraging indigenous culture, here in Montana, and around the world. As global society burgeons forth, **knowing who we are, and from where we've come**, is essential to maintaining our relationship to the foundations of our existence, rooted in the earth."*

Dr. Nicholas Vrooman

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IEFA Resources

Star Stories:
Blackfeet & Crow

IEFA Progressive
Grants

Model Teaching Units:
Language Arts, Math,
Science, Social
Studies & Art

Tribal History Projects

Schools of Promise /
School Improvement
Grants

PlaceNames: Building
Worldviews Using
Traditional Cultures and
Google Earth

Content Standard
Integration: Language
Arts, Math, Science

Inclusion of IEFA in 5-
Year Comprehensive
Educational Plan

Indian Reading Series

Montana Museum and
School Partnership
Grants w/ MHS

Graduate Research
Stipend

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A Special Guest...

montanatribes.org
An educational resource for Montana students and teachers.

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Essential Understandings Regarding Montana's American Indians

- 1999, OPI brought together representatives from all the tribes in Montana and created 7 Essential Understandings.
- Some of the major issues all tribes have in common.
- Form the basis for all of our curriculum efforts and initiatives.

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The 7 Essential Understandings

- EU 1– Tribal Diversity
- EU 2 – Individual Diversity
- EU 3 – Beliefs, Spirituality, Oral Hist.
- EU 4 – Reservations – land reserved
- EU 5 – Federal Indian Policy
- EU 6 – History from Indian Perspectives
- EU 7 – Tribal Sovereignty

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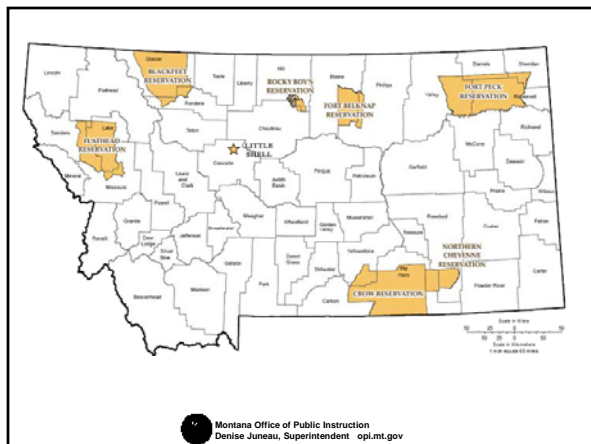


Essential Understanding #1

- There is great **diversity** among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a **distinct and unique** cultural heritage that contributes to **modern** Montana.
- What does this mean?
- How does it apply to my content area/grade level? What content standards might apply?

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Science Content Standards and Benchmarks


Standard 1: Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.

Grade 4, Benchmark 6: Identify how observations of nature form an essential base of knowledge among the Montana American Indians

Grade 8, Benchmark 6: Compare how observations of nature form an essential base of knowledge among the Montana American Indians.

Upon Graduation Benchmark 6: Explain how observations of nature form an essential base of knowledge among the Montana American Indians



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***PlaceNames: Building Worldviews Using
Traditional Cultures and Google Earth***



Building cultural relationships between traditional Bitterroot Salish ~ Pend d'Oreille worldviews and science

The PlaceNames Curriculum has been distributed to all public middle and high school Libraries in Montana. You may access the complete curriculum at: <http://www.spatialsci.com/PlaceNames/>



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**Bitterroot Adaptations and
Salish Traditions**




Blank, L. (2006)

**Standard 1, Benchmark 6,
Grade 4**

A. Identify examples of Montana American Indians using observations in nature

B. List the ways that the American Indian used observation to create knowledge i.e., for survival)

You may find this lesson at: <http://opi.mt.gov/indianed2/CurrSearch/Index.html>

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Essential Understanding #2

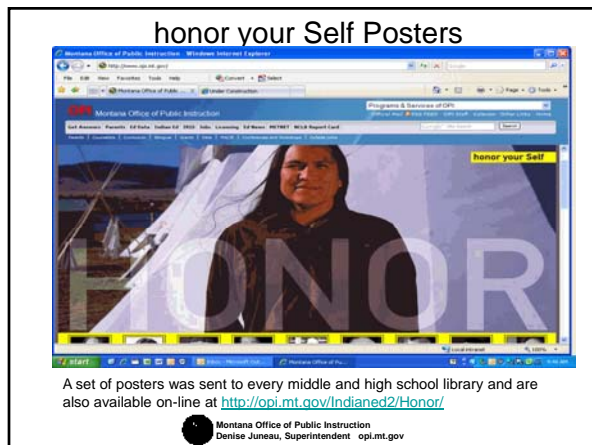
- There is great diversity among **individual** American Indians as identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of **Indian identity** ranging from assimilated to traditional and is unique to each individual. There is **no generic** Indian.
- What does this mean?
- How does it apply to my content area/grade level?







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Model Lesson Plan

- Social Studies – Grades 7-8

Students will summarize major issues affecting the history, culture, tribal sovereignty and current status of the American Indian tribes in Montana and the United States (SS4:B8.7)

Lesson 23 – Who is an Indian?


This lesson examines identity issues and current tribal enrollment criteria.

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Essential Understanding #3

- The ideologies of **Native traditional beliefs and spirituality persist** into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.
Additionally, each tribe has their **own oral history** beginning with their origin that is as valid as written histories. These histories pre-date the “discovery” of North America.
- What does this mean?
- How does it apply to my content area/grade level?




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Model Lesson Plan

- Jingle Dancer – Language Arts 1st – 3rd

Has numerous references to Communication Arts standards dealing with Reading, Literature, Writing, Listening and Speaking

Could also be used in conjunction with other OPI resources such as our Powwow Guide and [on-line video resources](#) about singing.

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Model Lesson Plans

- [Traditional Games Units](#)

– These cover K – 12th grade and deal with Health Enhancement content standards.

Games include: Ring Games, Rock in the Fist, Line Tag, Shinny, Doubleball and Hoop and Arrow.

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[Linda Juneau clip](#)

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Essential Understanding #4

- Reservations are land that have been **reserved by the tribes** for their own use through treaties and **was not "given" to them**. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

*That both parties to treaties were sovereign powers
That Indian tribes had some form of transferable title to the land
That acquisition of Indian lands was solely a government matter not to be left to individual colonists.*

What does this mean?

How does it apply to my content area/grade level?

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Essential Understanding #5

- There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
- What does this mean?
- How does it apply to my content area/grade level?

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Social Studies Model Lessons exist for all Federal Indian Policy Periods

- Colonization,
- Treaty Period,
- Allotment Period,
- Boarding School,
- Tribal Reorganization,
- Termination/Relocation and
- Self Determination.

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Essential Understanding #6

- History is a story and most often related through the subjective experience of the teller. **Histories are being rediscovered and revised.** History told from an Indian perspective conflicts with what most of mainstream history tell us.
- What does this mean?
- How does it apply to my content area/grade level?



Hegemony

By hegemony we refer specifically to the influences that dominant classes or groups exercise by virtue of their control of ideological institutions, such as Schools.

...Within history texts, for example, the omission of crucial facts and viewpoints limits profoundly the ways in which students come to view history events. (Griffen & Marciano, 1979)

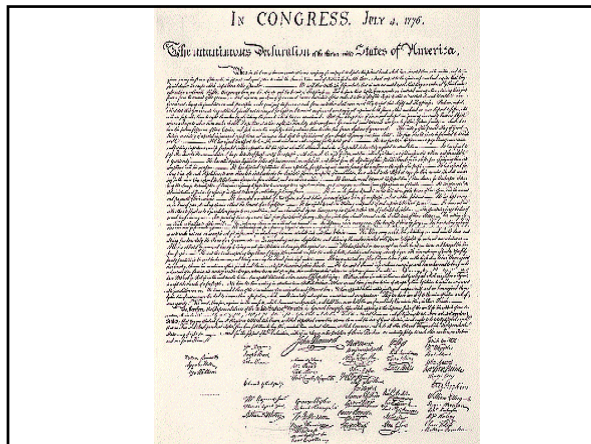
Hegemony is working best when you don't see it...
Revisiting our history helps expose the hegemony...

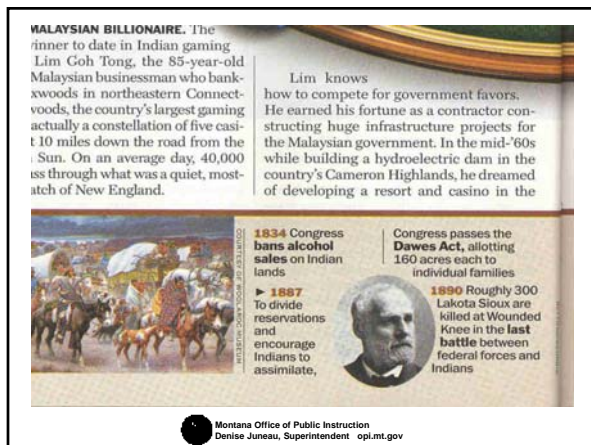
He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

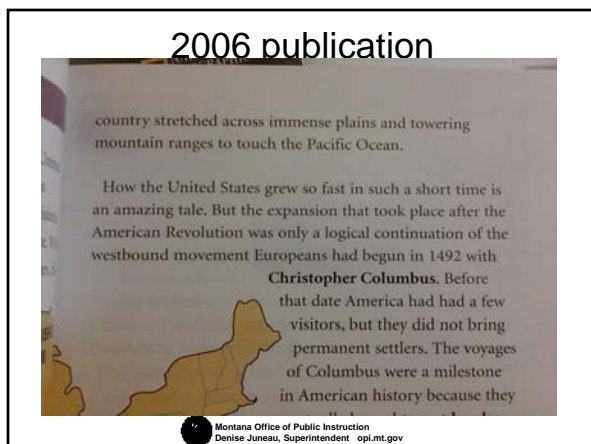




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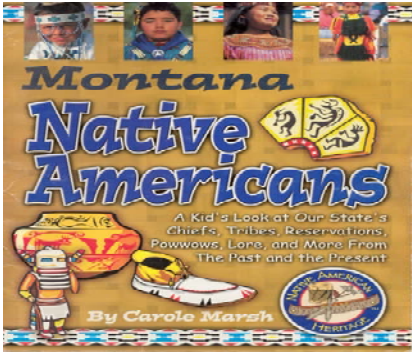
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Test your knowledge:
What state do you think this book is from?
Why?



An Example of Contemporary Bias...




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Issues To Consider...

"We must temper our national pride with critical self knowledge..."

History through red eyes offers our children a deeper understanding than comes from encountering the past as a story of inevitable triumph by the good guys."

- (Loewen, 1996 – Lies My Teacher Told Me)



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Essential Understanding #7

- Under the American legal system, Indian tribes **have sovereign powers** separated and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

- What does this mean?
- How does it apply to my content area/grade level?

Tribal Sovereignty is what makes Indians unique from all other minority groups



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Social Studies Content Standards and Benchmarks

Standard 6: Grade 4 Benchmark

- Identify characteristics of American Indian tribes and other cultural groups in Montana.

Standard 4: Grade 4 Benchmarks

- Recognize that people view and report historical events differently.
- Explain the history, culture and current status of American Indian tribes in Montana and the United States.

Standard 2: Grade 8 Benchmark

- Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.

Standard 4: Upon Graduation Benchmark

- Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).



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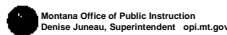


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Montana Common Core and Indian Education for All

Current IEFA model teaching units were developed using previous Montana standards. OPI will work to align existing model curriculum with the adopted Montana common core.

The following slides include a few examples...



MT Common Core – Reading Standards for Informational Text

Grade 3

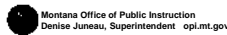
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. *Include texts by and about American Indians.*

Grade 4

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. *Include texts by and about Montana American Indians.*

Grade 5

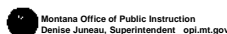
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *Include texts by and about Montana American Indians.*



Mathematical Practices – Grade 5

Geometry 5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation including those found in Montana American Indian designs.

The OPI IEFA model teaching unit “[Graphing Old Man’s Journey](#)” is an example of a lesson that meets this standard.





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Language Arts Units

- *The Moccasins*, by Earl Einarson
- **Grade 1; Reading Standards for Literature. Standard 2.** Retell stories, including key details and demonstrate understanding of their central message or lesson. Include Stories by and about American Indians.



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Language Arts Units

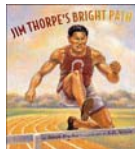
- Grade 3. Reading Standards for Literature. Key ideas and details. Standard 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Grade 3. Reading Standards for Literature. Craft and Structure. Standard 6. Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.



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Language Arts Units

- *Jim Thorpe's Bright Path*, by Joseph Bruchac
- **Grade 4; Reading Standards for Informational Text. Standard 3.** Explain events, procedure, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about Montana American Indians.

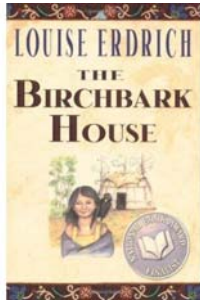


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Birch Bark House, by Louise Erdrich (Grades 5-8)



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Birch Bark House, by Louise Erdrich
(Grades 5-8)

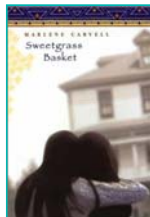
- **Grade 6. Reading Standards for Integration of Knowledge and Ideas. Standard 9.** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.
- **Grade 6. Reading Standards for Informational Text. Standard 6.** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about Montana American Indians.

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Sweetgrass Basket



Salish Kootenai College, Dr. Arny McNickle Library
Digital Photo Collection
<http://dpmc.lib.salishkootenai.edu/digital/images/027.jpg>



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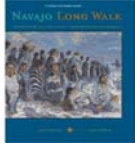


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Model Lesson Plan

- [Code Talker](#) – Grades 6th – 8th

Grade 7. Reading Standards for Literature. Integration of knowledge and ideas. Standard 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Include texts that contain portrayals and/or accounts by and about American Indians.



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English Language Arts and Literacy – Grades 11-12

Reading Standards for Informational Text

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about American Indians.

The OPI IEFA model teaching unit for [Fool's Crow](#) will meet this standard.

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OPI Website

www.opi.mt.gov

Access resources, lesson plans,
videos, links, background
information, professional
development

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What will Montana look like when Indian
Education for All is fully implemented?



- All Montanans will understand the role that American Indians played in American and Montana history (including contemporary issues/efforts).
- All Montanans will have a basic understanding of tribal sovereignty, tribal governments, and be able to discuss issues of tribal – state and tribal-federal relations.
- American Indian students in Montana will see themselves reflected in their schools, curriculum, books, and tests.

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E Pluribus Unum

"From out of many...one"



"We are all related"

Mitakuye Oyasin

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